



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

500 E. Mingus Ave, Cottonwood, AZ 86326

Cottonwood-Oak Creek Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Michelle Stadelman
Schedule : 07:30 AM to 04:00 PM
Grades : 6-8
Web Address : einstien.COCSD.k12.az.us
Phone Number : (928) 634-2231
Fax Number : (928) 634-2874
E-mail : mstadelman@cocsd.k12.az.us

Mission

Administration and Staff believe in a quality education for students regardless of their previous academic performance, family background, socioeconomic status, race or gender. A quality education will provide all students the opportunity to develop a strong educational foundation and become productive members of the community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students in grades 6, 7 and 8 will be instructed using the Arizona State Standards. Students will be given a variety of assessments to determine their progress in meeting the standards.
- ü Students will have daily instruction and practice in math, reading and writing. All students will be offered instruction in other content areas and electives which are integrated with the math, reading and writing which support the state standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 736
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 5

Instructional Programs

- Ü ELL (English Language Learners)
- Ü Gifted - Advanced Learner Program
- Ü Alternative Education /At-Risk Students
- Ü On-site Special Education
- Ü Vocational Technology
- Ü Electives
- Ü Reading & Math Interventions
- Ü Title 1

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 23 minutes
First Day of School :	8/4/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide a positive, safe and student-centered learning environment where students will be encouraged to be responsible for his/her own behavior and learning. Maintain high expectations for all. The school will communicate and work with families through personal contacts and progress reports to support student learning. The school will aim to provide a success transition for students from elementary school to high school.

Parents

Parents will place priorities on attendance and support education by providing a time, a space within the home for homework assignments. Parents will maintain contact with their child's teachers to monitor academic progress. Parents will also support the school's efforts to maintain discipline and in holding high academic expectations.

Transportation Policy

Bus transportation is a privilege provided to all students in the bus route areas. Also, eligible are students living where hazardous routes exist; students who live more than one mile from school and special ed. students requiring transportation. Bus transportation is provided for summer school and intersession programs.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Wal-Mart Teacher of the Year	2004
Ü Marilyn Sunderman Art Foundation Award Recipients	2005
Ü Fulbright Teacher & County Teacher Award Finalist	2004
Ü Outstanding District Special EducationTeacher	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	245	306	79327	100	100	98	508	507	518	20	20	19	20	20	20	51	53	46	9	7	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	144	38961	99	99	98	513	511	520	19	19	16	13	14	20	57	58	48	10	9	16
Male	126	162	40295	100	100	97	504	503	516	21	22	21	27	25	19	45	48	44	7	6	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	85	95	32327	99	99	98	489	492	499	31	28	27	25	24	25	41	43	41	4	4	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	153	203	36373	100	100	98	519	514	538	14	16	10	17	17	14	57	58	52	12	9	25
Students with Disabilities	26	32	9321	100	100	87	446	441	467	62	69	54	23	19	22	15	13	21	NA	NA	3
Students without Disabilities	219	274	70006	100	100	100	515	513	524	15	15	14	20	20	19	55	58	49	10	8	18
Limited English Proficient Students	35	38	9431	100	100	95	455	457	466	57	55	53	31	29	27	11	16	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	156	182	37097	99	99	97	494	494	498	26	27	27	22	20	25	49	50	41	3	2	7
Non-Economically Disadvantaged	89	124	42230	100	100	99	532	525	535	9	10	11	18	19	15	54	57	50	19	15	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	245	306	79501	100	100	98	497	499	497	11	10	10	20	18	25	66	68	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	144	39062	99	99	99	505	506	502	8	8	8	17	15	23	73	74	64	2	2	5
Male	126	162	40368	100	100	98	490	492	491	13	12	13	24	21	27	59	63	57	4	4	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	85	95	32389	99	99	98	471	474	478	22	21	16	28	26	34	48	52	48	1	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	153	203	36446	100	100	99	512	511	516	5	5	4	15	13	15	76	77	73	4	4	7
Students with Disabilities	26	32	9411	100	100	88	429	429	453	50	53	36	27	25	36	23	22	26	NA	NA	1
Students without Disabilities	219	274	70090	100	100	100	504	506	502	6	5	7	20	18	24	71	74	65	3	3	5
Limited English Proficient Students	35	38	9401	100	100	94	436	440	443	43	39	40	37	37	46	20	24	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	156	182	37183	99	99	97	485	486	479	15	15	16	26	25	34	58	60	49	1	1	1
Non-Economically Disadvantaged	89	124	42318	100	100	99	517	517	513	3	4	5	11	9	17	79	81	70	7	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	243	304	80000	99	99	99	558	560	564	3	3	3	13	13	11	75	75	75	9	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	119	144	39288	99	99	99	579	580	579	1	1	2	6	6	6	82	80	77	12	13	16
Male	124	160	40644	98	99	98	538	542	549	5	4	4	19	18	15	69	70	74	7	8	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	84	94	32672	98	98	99	543	546	548	5	5	4	13	13	14	79	78	76	4	4	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	152	202	36602	99	100	99	567	567	579	2	1	2	12	12	7	73	73	75	13	13	16
Students with Disabilities	25	31	9919	96	97	93	471	466	505	8	10	9	48	52	35	40	35	54	4	3	2
Students without Disabilities	218	273	70081	99	99	100	567	569	571	2	2	2	9	8	7	79	79	79	10	11	12
Limited English Proficient Students	34	37	9571	97	97	96	506	511	502	6	5	10	29	30	29	62	62	60	3	3	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	154	180	37534	98	98	98	549	550	547	4	4	4	16	15	15	75	75	76	6	6	5
Non-Economically Disadvantaged	89	124	42466	100	100	100	574	575	578	1	1	2	8	9	7	75	74	75	16	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	227	272	78546	100	100	97	541	541	543	15	15	15	18	17	18	55	56	52	12	12	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	132	38645	100	100	98	546	545	545	11	11	13	19	18	18	57	58	54	13	13	15
Male	113	140	39792	100	100	97	536	537	542	19	18	17	17	16	17	52	55	50	12	11	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	76	84	31177	100	100	97	520	518	524	29	31	22	22	20	23	45	45	48	4	4	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	10	4689	NC	100	95	NC	NA	515	NC	NA	28	NC	NA	25	NC	NA	43	NC	NA	4
White	137	171	36450	100	100	97	554	553	563	7	6	7	16	16	12	60	62	57	18	15	23
Students with Disabilities	18	23	8093	100	100	82	502	504	489	39	39	50	39	30	24	22	30	23	NA	NA	2
Students without Disabilities	209	249	70453	100	100	100	544	544	549	13	12	11	16	16	17	57	59	56	13	13	16
Limited English Proficient Students	37	41	9323	100	100	94	490	494	491	51	51	47	27	24	28	22	22	24	NA	2	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	126	140	34694	99	99	96	525	525	524	23	24	23	21	21	23	51	51	48	5	4	7
Non-Economically Disadvantaged	101	132	43852	100	100	99	561	559	559	5	5	10	14	14	13	59	62	56	22	20	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	227	272	79045	100	100	98	513	513	512	11	10	10	22	23	25	61	60	58	7	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	132	38860	100	100	98	518	519	519	10	9	7	19	20	22	66	65	62	5	6	8
Male	113	140	40075	100	100	97	508	508	505	12	11	12	24	26	28	56	56	54	8	7	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	76	84	31314	100	100	98	487	486	493	21	21	16	36	37	34	41	39	48	3	2	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	10	4719	NC	100	96	NC	NA	489	NC	NA	15	NC	NA	39	NC	NA	45	NC	NA	2
White	137	171	36730	100	100	98	529	527	532	4	4	4	13	16	16	74	72	68	8	8	12
Students with Disabilities	18	23	8552	100	100	87	467	468	463	39	35	35	28	30	40	33	35	23	NA	NA	1
Students without Disabilities	209	249	70493	100	100	100	517	517	517	9	8	7	21	22	24	63	63	62	7	7	8
Limited English Proficient Students	37	41	9355	100	100	95	457	459	456	41	37	37	46	49	48	14	15	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	126	140	34922	99	99	96	496	495	493	16	16	15	30	32	34	51	49	48	3	4	3
Non-Economically Disadvantaged	101	132	44123	100	100	99	535	533	527	5	5	6	11	13	18	73	73	66	11	10	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	227	272	79657	100	100	99	549	548	566	6	6	3	14	14	8	78	79	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	132	39120	100	100	99	568	567	580	4	4	2	8	8	4	84	85	92	4	3	2
Male	113	140	40423	100	100	98	530	531	553	7	7	5	19	19	12	73	74	83	1	1	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	76	84	31642	100	100	99	536	534	552	7	6	5	21	23	11	70	69	84	3	2	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	10	4760	NC	100	97	NC	NA	547	NC	NA	5	NC	NA	14	NC	NA	81	NC	NA	0
White	137	171	36929	100	100	99	557	555	579	5	5	2	9	9	5	83	84	91	2	2	2
Students with Disabilities	18	23	9069	100	100	92	467	477	508	22	17	11	33	35	30	44	48	58	NA	NA	1
Students without Disabilities	209	249	70588	100	100	100	556	554	573	4	4	2	12	12	5	81	82	91	2	2	1
Limited English Proficient Students	37	41	9521	100	100	96	487	490	507	16	15	13	35	34	24	49	51	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	126	140	35341	99	99	97	531	528	551	6	6	5	21	23	12	71	70	83	1	1	0
Non-Economically Disadvantaged	101	132	44316	100	100	100	571	569	578	5	5	2	4	4	5	87	89	90	4	3	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	281	331	78400	100	100	97	567	565	554	15	16	21	15	15	19	54	54	47	17	16	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	151	38686	100	100	98	569	566	554	12	14	20	19	19	20	52	51	49	17	16	12
Male	150	180	39636	100	100	96	564	564	554	17	17	23	11	11	18	55	57	46	17	16	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	72	79	30732	99	99	97	545	543	534	28	28	31	15	15	24	47	48	40	10	9	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	194	236	37038	100	100	97	575	572	575	11	12	11	13	14	14	56	56	56	20	18	19
Students with Disabilities	18	21	7840	100	100	81	474	489	498	78	67	60	11	14	18	11	19	20	NA	NA	2
Students without Disabilities	263	310	70560	100	100	99	572	569	560	11	12	17	15	15	19	57	56	50	18	17	14
Limited English Proficient Students	33	35	8956	100	100	95	514	511	502	42	46	56	27	26	25	30	29	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	129	147	33014	100	100	95	552	550	534	20	22	31	19	19	24	51	50	40	9	9	5
Non-Economically Disadvantaged	152	184	45386	100	100	99	579	577	569	11	10	15	11	11	15	56	58	52	23	21	18

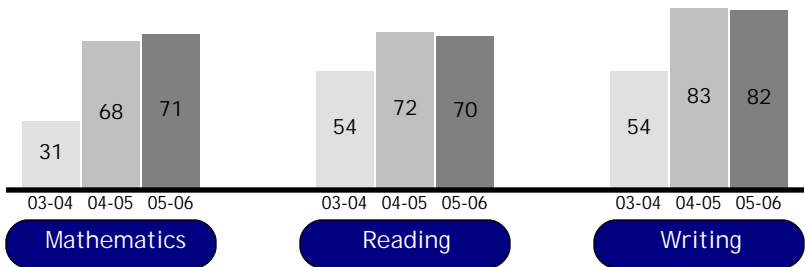
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	279	329	79179	100	100	98	527	526	519	8	7	11	23	23	27	65	64	58	5	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	151	38974	100	100	99	532	532	524	8	7	8	18	20	25	69	68	61	5	6	5
Male	148	178	40124	100	100	97	522	522	513	7	8	13	26	26	28	61	61	54	5	5	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	72	79	30987	99	99	98	501	501	498	15	14	17	33	34	36	50	51	45	1	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	192	234	37467	100	100	98	537	535	539	5	6	5	19	20	17	69	68	70	7	7	8
Students with Disabilities	18	21	8567	100	100	88	446	455	467	50	43	39	39	38	38	11	19	22	NA	NA	1
Students without Disabilities	261	308	70612	100	100	99	532	531	524	5	5	7	21	22	25	68	67	62	6	6	5
Limited English Proficient Students	33	35	9013	100	100	95	469	468	461	33	34	40	39	40	48	27	26	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	129	147	33345	100	100	96	514	513	499	12	11	17	26	29	36	59	57	46	3	3	1
Non-Economically Disadvantaged	150	182	45834	100	100	99	538	537	533	4	4	7	19	18	19	69	70	67	7	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	281	331	79734	100	100	99	552	551	554	5	5	3	14	14	19	81	81	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	131	151	39243	100	100	99	566	566	568	5	4	2	8	9	12	86	87	85	1	1	1
Male	150	180	40413	100	100	98	540	539	541	5	5	4	18	18	26	76	76	70	1	1	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	72	79	31254	99	99	99	527	528	539	13	11	5	19	20	25	67	67	70	1	1	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	194	236	37668	100	100	99	561	559	569	3	3	1	10	11	13	87	86	85	1	0	1
Students with Disabilities	18	21	8943	100	100	92	457	467	495	17	14	11	50	48	51	28	33	38	6	5	1
Students without Disabilities	263	310	70791	100	100	100	557	556	561	4	4	2	11	12	15	84	84	83	0	0	0
Limited English Proficient Students	33	35	9138	100	100	97	471	469	492	27	29	13	39	37	46	33	34	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	129	147	33718	100	100	97	539	537	538	9	8	5	16	17	26	74	74	69	1	1	0
Non-Economically Disadvantaged	152	184	46016	100	100	100	563	563	567	2	2	2	11	11	14	86	86	84	1	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	56	NA	56	99	53	54	51	98	56	58	56
	Language	100	50	49	48	99	50	50	47	98	48	48	50
	Mathematics	100	66	66	66	99	51	52	52	98	48	48	58
7	Reading	100	58	NA	54	99	58	58	50	100	54	56	54
	Language	100	58	59	58	99	60	60	52	100	58	58	58
	Mathematics	100	62	63	62	99	54	54	50	100	54	52	54
8	Reading	98	59	NA	55	98	56	58	51	100	63	63	58
	Language	98	54	55	52	98	53	54	50	100	58	59	56
	Mathematics	98	70	70	61	98	57	58	53	100	61	61	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Cottonwood Middle School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Programs
- Ü School Improvement
- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü Budget
- Ü School Policies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	8	1	0	0
7 to 9 years	2	4	0	0
10 or more years	11	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Media Studio & Fine Arts Room
- Ü Computer Labs
- Ü Library

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Math Olympiad
- Ü Student Council
- Ü Debate
- Ü Athletics
- Ü Hands Across the Border Exchange Program
- Ü Band & Chorus
- Ü Peer Mediation Leadership Club

Social Services

- Ü Counseling & Crisis Intervention
- Ü School Resource Officer
- Ü Alternative Program
- Ü Homework Help (p.m.)
- Ü Health & Life Skills Services
- Ü Yavapai Big Brother & Big Sister Program
- Ü Literacy Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Extracurricular programs, teams and clubs have winning records! Spelling Bee and Geography Bee Finalists. Math Olympiad Team scored 1st in the Northern Arizona Regional Competition.
- ü CMS consistently scores above the state, county, and national averages. School scored just .3 of a point from excelling school label.
- ü Wrestlers competed and placed at a national level.
- ü Our school under leadership of the student council participate and implement civic minded activities that benefit our community.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Staff uses a comprehensive discipline plan. Our S.R.O., nurse, counselor, and agencies present life skills for 7th grade. Peer mediation and extracurricular activities get students involved in and emphasize positive life skills. Student agendas outline safe behaviors, school policies. Parents and students are requested to sign the agenda showing in support of rules and policies. Teachers, parents, and students meet at least twice a year for conferences.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Stephanie Jones / Denise Kennedy	(928) 634-2231
Transportation Policy	Debbie Lattimore	(928) 634-9679
Community Resources	Allison O'Brien	(928) 634-2231
School Nutrition Programs	Denise Breidenbach	(928) 639-4703
Parent Organization	Tania Simms/ Denise Kennedy	(928) 634-2231
Student Health/Nurse	Susan Collier	(928) 639-5115

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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